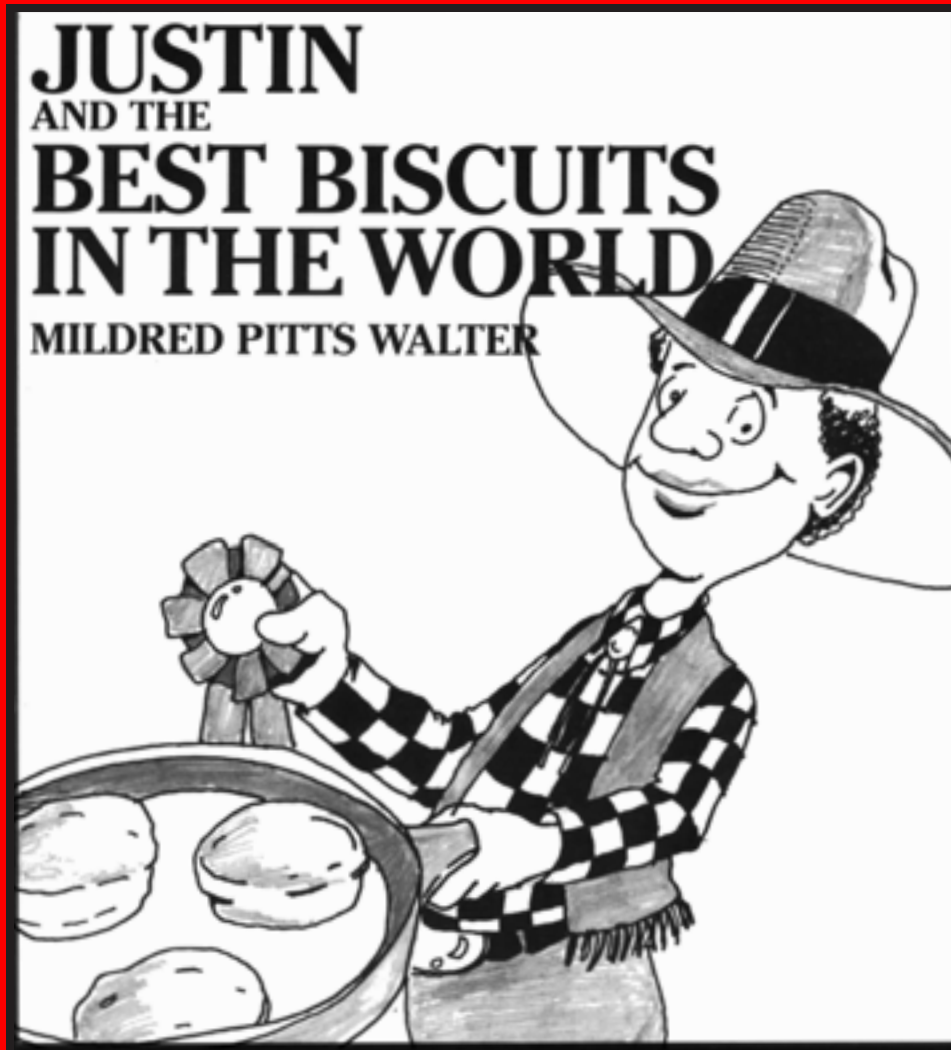


Novel·Ties



A Study Guide

Written By Amy Losi

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

TABLE OF CONTENTS

Synopsis	1
Background Information	2
Pre-Reading Activities	3 - 4
Chapter 1	5 - 6
Chapter 2	7 - 9
Chapter 3	10 - 11
Chapter 4	12 - 13
Chapter 5	14 - 16
Chapter 6	17 - 18
Chapter 7	19 - 20
Chapters 8, 9	21 - 22
Chapters 10, 11	23 - 24
Chapter 12	25 - 26
Cloze Activity	27
Post-Reading Activities	28 - 29
Suggestions For Further Reading	30
Answer Key	31 - 32

Novel-Ties® are printed on recycled paper.

The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.

For the Teacher

This reproducible study guide to use in conjunction with the book *Justin and the Best Biscuits in the World* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its own reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each student. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES

1. Preview the book by reading the title and author's name and by looking at the illustration on the cover. What do you think this book will be about? Look through the book for additional illustrations. Where and when do you think this story takes place? How many different settings can you find by looking at the illustrations and the contents page?
2. Read the Background Information on page two of this study guide and do some additional research to learn more about the role of African Americans in the westward expansion of the United States.
3. Justin learns about black cowboys and the rodeos that made them famous. Do some research to learn about rodeos. Where can you find rodeos today? Visit the website www.BlackCowboys.com or the Black America West Museum if you live in Colorado.
4. Justin's ancestors traveled by boat from Tennessee to Missouri on the Mississippi River. Look at a map of the United States. Locate Tennessee and trace the route they might have followed to arrive in St. Louis, Missouri.
5. Do you think household chores should be done by women and girls, by men and boys, or cooperatively? How are chores done in your home?
6. The story begins with Justin and the conflicts he has with his two older sisters. With your classmates, talk about the problems that brothers and sisters face and how they can learn to get along with each other. Are the problems always worse for the youngest or the oldest child in a family?
7. Fill in a family tree for your own family. With the help of older family members, see how far back you can trace your own roots. Where did your ancestors live? Did anyone in your family emigrate from another country? Did they travel from one part of this country to another? If so, why did they move?
8. As you read *Justin and the Best Biscuits in the World*, fill in the story map on the following page. Choose five problems that Justin faces and tell how he solves each problem. Then write the conclusion of the story in the box at the bottom of the page.

CHAPTER 1

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|--------------|------------------------------------|
| 1. challenge | a. replied in an angry way |
| 2. sturdy | b. look at quickly |
| 3. retreated | c. moved back as in defeat |
| 4. retorted | d. call to engage in a competition |
| 5. glance | e. strong; well-built |

.....

- Five large people can sit comfortably on this _____ bench.
- Unable to bear the loud noise of television, I _____ to my room.
- A _____ at my wristwatch informed me that I was late for my appointment.
- If I think I have a fair chance of winning, I will _____ you to a game of chess.
- When I teased my little sister, she _____ with a promise to tell our mother.

Read to find out why Justin is grounded.

Questions:

- Why does Justin feel left out at home?
- Why does Justin resent Evelyn?
- What does Evelyn mean when she says that “Justin gets away with murder”?
- Why are Hadiya’s attempts at cooking called experiments?
- Why does Justin wish he could live with his Grandpa?

Questions for Discussion:

- Do you think Justin is treated fairly at home?
- What could Justin have done differently to get more praise from his mother?
- What do you think would happen if Justin told his family that he wanted to live with Grandpa?